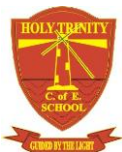


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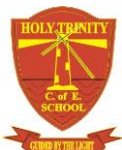
PE Progression (2022-2023)

GYMNASTICS	Year Nursery	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>GYMNASTICS</p> <p>(Taught by class teacher)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. -Children show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. - Children copy, create, remember and repeat short sequences. 	<p>BEAM</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>Pupils will:</p> <ul style="list-style-type: none"> -curl up the body and stretch it out. -Bear their own weight using their hands and knees, including the 'table and bridge' move. -Perform a log roll, can kneel up and practise sitting with knees to one side. - Kneel with one foot forward and perform a one leg balance. - Perform a two-footed jump. - Perform a 'crab balance. - Perform a controlled hop. - Perform a 'bottom lift'. - Be able to cross their mid-line (elbow to knee). - Perform a simple skip 	<p>GYMNASTICS</p> <p>VAL SABIN UNITS (D, E and F)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>Pupils will be re - introduced to Physical Education and structured movement, revising basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group.</p> <p>-Pupils will take part in activities which will develop fundamental movement skills such as running, jumping and skipping.</p> <p>-Pupils observe, recognise and copy different body shapes.</p> <p>-Pupils develop a</p>	<p>GYMNASTICS</p> <p>VAL SABIN UNITS (H, I and J)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils will be re - introduced to Physical Education and structured movement, revising basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. - Pupils will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. - Pupils can travel and balance confidently showing different parts of the body: high and low. 	<p>GYMNASTICS</p> <p>VAL SABIN UNITS (M and O)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils focus on improving the quality of their movements. - Pupils are introduced to the terms: 'extension' and 'body tension.' - Pupils develop the basic skills of rolling, jumping and balancing and use them individually and in combination. - Pupils develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. -Pupils understand and identify symmetry and asymmetry. 	<p>GYMNASTICS</p> <p>VAL SABIN UNITS (P and S)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils create more complex sequences using a different number of points to balance on (in a stable way). - Pupils can into and from balances with control and accuracy. - Pupils learn a wider range of traveling actions and include the use of pathways. - Pupils develop more advanced actions such as inverted movements and explore ways to include apparatus. - Pupils can rotate and performs rolls on different body parts as well as rotate and roll in different directions 	<p>GYMNASTICS</p> <p>VAL SABIN UNITS (U and W)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils create longer sequences individually, with a partner and a small group. - Pupils learn a wider range of actions such as inverted movements to include cartwheels and handstands. - Pupils understand and can demonstrate the five basic jumps. - Pupils can identify and use spinning, rotation and rolling around three 	<p>GYMNASTICS</p> <p>VAL SABIN UNITS (Y and A)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. - Pupils can travel rhythmically and develop timing with a partner/small group using synchronisation and



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		<p>by hopping from foot to the other.</p> <p>VAL SABIN GYMNASTICS (Introductory Unit and Unit A)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils will be re - introduced to Physical Education and structured movement, revising basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. -Pupils will identify and use different parts of their body. - Pupils will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. 	<p>variety of take-offs and landings.</p> <ul style="list-style-type: none"> - Pupils hold still balances; held on large and small body parts and can link two balances together. - Pupils can spin, rock, turn and roll with control on various parts of the body. - Pupils describe what they see when observing others; using appropriate vocabulary. 	<ul style="list-style-type: none"> -To link three movements together in a planned sequence, showing contracts in speed and levels. - To create different pathways and travel in different directions. - Pupils can turn, twist and spin on different body parts. - Pupils describe what they see when observing others; using appropriate vocabulary and suggest improvements. 	<ul style="list-style-type: none"> - Pupils can select and combine skills to create sequences showing change of front and direction. - Pupils adapt learnt skills onto appropriate apparatus. - Pupils develop performance skills considering the quality and control of their actions. Pupils can analyse what they like about a performed sequence. 	<p>showing different shape, sizes and speeds.</p> <ul style="list-style-type: none"> - Pupils work independently and with a partner to build sequences. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. 	<p>different axes.</p> <ul style="list-style-type: none"> - Pupils explore partner relationships such as canon and synchronisation and matching and mirroring. - In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. 	<p>canon.</p> <ul style="list-style-type: none"> - Pupils can identify and understand counter-balance and counter-tension. - Pupils to work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence- which incorporates counter-balance and counter -tension. -Pupils can work in larger groups using formations to improve the aesthetics of their performances. - In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. They understand the compositional principles of sequencing and can recognise if they are absent.
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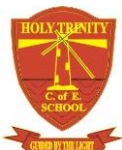
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DANCE	Year Nursery	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Dance</p> <p>Independently Planned by the class teacher.</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils explore space and how to use space safely. They explore traveling actions and shapes. -Pupils choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. - Pupils continue to use counting to help them keep in time with the music. -Children explore dance through the world around them. 	<p>Dance</p> <p>VAL SABIN UNITS (1,2 and 3)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils explore space and how to use space safely. - Pupils explore traveling actions, shapes and balances at different speeds and heights. -Pupils choose their own actions in response to a stimulus. -Pupils are given the opportunity to copy, repeat and remember actions. They can perform short dances within a planned structure. - Pupils continue to use counting to help them keep in time with the music as well as 'freeze' when asked to do so. -Pupils explore dance through the world 	<p>Dance</p> <p>VAL SABIN UNITS (1, 2 and 3)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils will explore travelling actions, movement skills and balances. They will understand why it is important to count to music and use this in their dances. -Pupils will copy and repeat actions linking them together to make short dance phrases and link them together. -Children will explore and respond to stimuli and create their own dance to perform. - Perform simple rhythmic patterns and repeat them in different formations. - To convey the 'mood' of the dance. - Pupils will work individually and with a partner. 	<p>Dance</p> <p>VAL SABIN UNITS (1 and 2)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils will explore space and how their body can move to express and idea, mood or feeling. -Pupils will expand their knowledge of travelling actions and use them in relation to a stimulus. They will use different levels, directions and speeds to develop their dance movements. -Pupils will build on their understanding of dynamics and expression. - Pupils will use counts of 8 consistently to keep in time with the music and a partner. - Pupils will also explore pathways, levels, shapes, directions, speeds and timing. 	<p>Dance</p> <p>VAL SABIN UNITS (1 and 2)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils can respond imaginatively to a simple stimulus. -Pupils create dances in relation to an idea including historical, cultural and scientific sources. -Pupils work individually, with a partner and in small groups to create a whole dance. -Pupils develop their use of counting and rhythm. -Pupils perform dance actions with greater control, fluency and co-ordination. Pupils learn to use canon, unison, formation and levels in their dances. --Pupils perform to others and provide 	<p>Dance</p> <p>VAL SABIN UNITS (1, 2 and 4)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils focus on creating characters and narrative through movement and gesture. -Pupils gain inspiration from a range of stimulus, working individually, in pairs and small groups. Pupils, within a dance as a whole, thinking about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. -To use simple motifs and movement patterns to structure dance phrases. --Pupils perform to others and provide feedback related to how they interpreted 	<p>Dance</p> <p>VAL SABIN UNITS (3 and English Country Dancing: From Year 3 and 4 unit)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils learn different styles of dance, working individually, as a pair and in small groups. -Pupils create, perform and observe dances in a range of themes. - In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. - Pupils perform set dances from a different time and place (country dancing). - As they work, the pupils will develop an awareness of the 	<p>Dance</p> <p>VAL SABIN UNITS (3 and English Country Dancing: From Year 5 and 6 unit)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. - Pupils think about how to use movement to convey ideas. - Pupils perform set dances from a different time and place (country dancing). --Pupils perform to others and provide



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		around them. -Pupils perform to others and begin to provide simple feedback.	-Pupils perform to others and begin to provide simple feedback.	- Pupils will work individually and with a partner. -Pupils perform to others and provide feedback related to the focused skills of the sessions.	feedback related to how the dance could be improved.	the dance and how it could be improved.	historical and cultural origins of different dances. They will also demonstrate competence in actions and their dynamics. --Pupils perform to others and provide feedback and suggest how it could be improved.	feedback and suggest how it could be improved.
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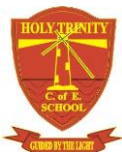
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OAA AND SWIMMING	Year Nursery	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA	N/A	N/A	N/A	N/A	<p>LCP - Year 3/4 Outdoor and Adventurous Activities (1)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils develop problem solving skills through a range of challenges. - Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. - Pupils learn to orientate themselves and orientate with the aid of a simple a map, identify and mark key symbols and follow routes. - Pupils follow a route, orienteering themselves successfully. - Pupils work safely together. 	<p>LCP - Year 3/4 Outdoor and Adventurous Activities (2)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils develop problem solving skills through a range of challenges. - Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. - Pupils learn to orientate a map, identify key symbols and follow routes around the school grounds. - Pupils develop problem-solving skills like the 'cross the swamp' challenge. - Pupils will work safely and guide another person carefully. 	<p>LCP - Year 5/6 Outdoor and Adventurous Activities (3)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils will develop and refine orienteering skills and complete a course around the school grounds. - Pupils will adapt their skills and understanding as they move from familiar to unfamiliar environments. - Pupils develop problem-solving skills like the 'cross the river' challenge and how to cross an 'imaginary electric fence' and to 'cross a danger zone. - Pupils develop teamwork skills through completion of a number of challenges. 	<p>LCP - Year 5/6 Outdoor and Adventurous Activities (3) as well as residential visit.</p> <p><u>Specific skills, concepts and knowledge:</u></p> <ul style="list-style-type: none"> -Pupils will develop and refine orienteering skills and complete a course around the school grounds. - Pupils will adapt their skills and understanding as they move from familiar to unfamiliar environments. - Pupils develop problem-solving skills like the 'cross the river' challenge and how to cross an 'imaginary electric fence' and to 'cross a danger zone. - Pupils develop teamwork skills through completion of a number of



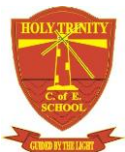
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							<ul style="list-style-type: none"> - Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. - Pupils are also given the opportunity to lead a small group. - Pupils learn to orientate and navigate using a map. -Pupils to work safely and efficiently. - Pupils will work safely and guide another person carefully. 	<p>challenges.</p> <ul style="list-style-type: none"> - Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. - Pupils are also given the opportunity to lead a small group. - Pupils learn to orientate and navigate using a map. -Pupils to work safely and efficiently. - Pupils will work safely and guide another person carefully.
Swimming	N/A	N/A	N/A	N/A	Yes – Term 6	Yes – Term 5	Yes- Term 4	Yes – Term 3



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ATHLETICS	Year Nursery	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Planned by the class teacher.</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p> <p>Skills explored include:</p> <p>running at varying speeds, agility, balance, running over obstacles, jumping, throwing for distance and accuracy.</p>	<p>LCP</p> <p>Athletics</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p> <p>-In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score.</p> <p>Skills explored include:</p> <p>running at varying speeds, agility, balance, running over obstacles, jumping,</p>	<p>LCP</p> <p>Athletics</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p> <p>-In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score.</p> <p>Skills explored include:</p> <p>running at varying speeds, agility, balance, running over obstacles,</p>	<p>LCP</p> <p>Athletics</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will develop skills required in athletic activities such as running short and medium distances at different speeds, changing direction, jumping and throwing.</p> <p>-In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p>Skills explored include:</p> <p>running at varying speeds,</p>	<p>LCP Year 3 Athletics (1)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will develop basic running, jumping and throwing techniques.</p> <p>-They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>-As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy.</p> <p>-Pupils learn how to work to their maximum and how to improve including</p>	<p>LCP Year 3/4 Athletics (2)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will develop and refine running, jumping and throwing techniques.</p> <p>- Pupils will explore different running styles and improve their running technique.</p> <p>- Pupils will their ability to choose and use simple tactics and strategies during team relays.</p> <p>- Pupils will throw overarm following a run-up.</p> <p>-Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping</p>	<p>LCP Year 5/6 Athletics (3)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils develop their technical understanding of athletic activity.</p> <p>-Pupils will explore different running styles and improve and consolidate their running technique.</p> <p>-Pupils will develop the accuracy and consistency of their overarm throw and explore other throwing techniques (including for the shotput and discus).</p> <p>-Pupils develop the consistency of their actions in jumping events including the standing long jump, and then with a run-up added (scissor technique).</p>	<p>LCP Year 5/6 Athletics (3)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils focus on developing their technical understanding of athletic activity.</p> <p>-Pupils will explore different running styles and improve and consolidate their running technique.</p> <p>-Pupils will develop the accuracy and consistency of their overarm throw and explore other throwing techniques (including for the shotput and discus).</p> <p>-Pupils develop the consistency of their actions in jumping events including the triple jump.</p> <p>- Pupils will their ability to choose</p>



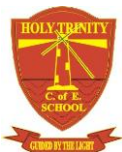
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		hopping and leaping for distance, jumping combinations, throwing for distance and accuracy.	jumping, hopping and leaping for distance, jumping combinations, throwing for distance and accuracy.	agility, balance, running over obstacles, jumping, hopping and leaping for distance, jumping combinations, throwing for distance and accuracy.	how to link combinations of actions. Pupils will experience the following skills and vocabulary: measure, time and record scores. Sprinting, running over obstacles, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance.	and throwing. Pupils will experience the following skills and vocabulary:: running for distance, sprinting, relay, long jump, vertical jump and javelin. -As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores. Pupils will experience the following skills and vocabulary: pacing, sprinting, jumping for distance, jumping for height, throw, heave,	-- Pupils will their ability to choose and use simple tactics and strategies during team relays. -Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. _Pupils will experience: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. - As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. -Pupils are also given opportunities	and use simple tactics and strategies during team relays. -Personal best challenges are set for each pupil for distance and time that involve using different styles and combinations of running, jumping and throwing. This will include speeding up the required action to gain a better result. _Pupils will experience: long distance running, sprinting, hurdles, standing vertical jump, triple jump, discus and shot put. -As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their
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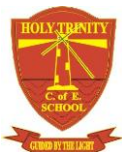
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						launch for distance	to measure, time and coach. -Pupils will experience the following skills and vocabulary: pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance.	maximum and how to improve. -Pupils are also given opportunities to measure, time and coach. -Pupils will experience the following skills and vocabulary: pacing, sprinting, jumping for distance, jumping for height, push throwing for distance, fling throwing for distance.
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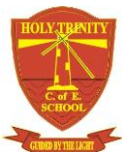
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GAMES	Year Nursery	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>GAMES</p> <p><u>(Planned and taught by class teacher)</u></p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will be introduced to Physical Education and structured movement, learning basic principles of a PE lesson such as: finding space, freezing on command, using and sharing equipment and working individually, with a partner and group.</p> <p>-Pupils will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p>- Pupils will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space.</p> <p>- Pupils will develop fundamental ball skills such as rolling and</p>	<p>BEAM Ball Skills</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>Pupils will:</p> <p>-develop their confidence and accuracy with balls skills.</p> <p>- start to develop the relationship between distance and speed using a ball and bean bags.</p> <p>- Begin to judge moving objects using a ball and bean bag.</p> <p>VAL SABIN UNITS (1, 2 ,3 and 4)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will be re - introduced to Physical Education and structured movement, revising basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually,</p>	<p>GAMES</p> <p>VAL SABIN UNITS (1, 2 ,3 and 4)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>- Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.</p> <p>- Pupils will be given opportunities to work with a range of different equipment. of strength.</p> <p>Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>Children can identify:</p> <p>I can run at different speeds. I can change direction. I show balance and control when hopping and jumping. I demonstrate rhythm when skipping. I can select my own actions in response to a task. I</p>	<p>GAMES</p> <p>VAL SABIN UNITS (1, 2 ,3 and 4)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will continue to develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping by sustaining it for over 10 seconds.</p> <p>- Pupils can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I can describe how my body feels during exercise.</p> <p>-Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target with greater accuracy, dribbling with both hands and feet and kicking a ball. They will also identify ways that</p>	<p>GAMES</p> <p>VAL SABIN UNITS (1, 2 ,3 and 4)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils can accurately pass and receive a range of balls in different ways with hands, feet and given equipment.</p> <p>-Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball.</p> <p>Pupils will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball.</p> <p>- Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>- Pupils will be</p>	<p>GAMES</p> <p>VAL SABIN UNITS (1, 2 ,3 and 4)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. More able children will focus on developing their weaker foot when controlling the ball.</p> <p>They will start by playing uneven and then move onto even sided games.</p> <p>They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee.</p>	<p>GAMES</p> <p>VAL SABIN UNITS (1, 2 ,3 and 4)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. More able children will be able to use 'fake' moves to their advantage.</p> <p>- To release the ball at different angles.</p> <p>Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve.</p> <p>-Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p>- Pupils will develop defending and attacking play during</p>	<p>GAMES</p> <p>VAL SABIN UNITS (1, 2 ,3 and 4)</p> <p><u>Specific skills, concepts and knowledge:</u></p> <p>-Pupils will combine and perform skills more fluently and implement them in kicking invasion games.</p> <p>- Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. More able children will develop how to shield the ball and receive the ball on their opposite foot to help protect it. More able children will be able to use 'fake' moves to their advantage. All will learn the basics of</p>



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	<p>receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.</p> <ul style="list-style-type: none"> - Pupils will be able to develop their fine and gross motor skills though a range of game play using balls. - Pupils will work independently and with a partner. 	<p>with a partner and group.</p> <ul style="list-style-type: none"> - Pupils will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. - Pupils will also play simple games and begin to understand and use rules. - To improve aiming skills via simple aiming games. - Pupils will send and receive a ball with increasing confidence and control. - Pupils will develop co-ordination and control when steering, bouncing and kicking a ball. - Pupils to use a bat and ball in a safe co-ordinated and controlled manner. - Pupils to send a receive ball with a partner. To show an awareness of personal space (when swinging the bat). 	<p>can work co-operatively with others to complete tasks. I can recognise changes in my body when I do exercise.</p> <ul style="list-style-type: none"> -Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. - Pupils will use equipment to send and receive a ball over short distances and work with a range of different sized balls. - Pupils will develop their fundamental ball skills such as throwing and catching, rolling hitting a target, dribbling with both hands and feet and kicking a ball. - Pupils to send a receive ball with a partner. -Pupils will have the opportunity to work independently, in pairs and small groups. - Pupils will be able to explore their own ideas in response to tasks. For example: I 	<p>would make this more difficult (for example = increase the distance).</p> <ul style="list-style-type: none"> - Pupils will have the opportunity to work independently, in pairs and small groups. - Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. - Pupils are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules. - Pupils will continue to develop the following skills: throwing, catching, retrieving a ball, bowling and batting. - Pupils will be given opportunities to work with a range of different equipment. 	<p>expected to signal for the ball and follow a sequential order within a practise drill.</p> <ul style="list-style-type: none"> - Pupils to create and play small-sided games. - Pupils will develop the key skills required for tennis such as the ready position, racket control and hitting a ball (forehand and backhand). - Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting/scoring. They will learn to use a range of different passes in different situations to keep possession and attack towards goal/target. - Pupils will learn to strike the ball in a consistent manner as well as intercept and return a ball safely. - Pupils will learn to keep possession of the ball using attacking 	<p>Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball (forehand and backhand).</p> <p>During net/court games, the pupils will learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. This will include rotating the hand to add top and back spin.</p> <ul style="list-style-type: none"> - Pupils will learn to keep possession of the ball using attacking skills and throwing skills. The pupils will implement their skills during a variety of small invasion games. - Pupils learn how to strike the ball into space so that they can score points. - When fielding, the pupils will learn how to keep the batters' scores low and how to play in different fielding roles including 	<p>even sided 5-a-side.</p> <ul style="list-style-type: none"> - Pupils will learn to use a range of different passes to keep possession and attack towards a goal. This will include passing the ball backwards to recycle the ball. - Pupils will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. - Pupils develop the range and quality of striking and fielding skills and their understanding of the games. - learn how to play the different roles of bowler, wicket keeper, fielder and batter. - Pupils learn how to play the different roles of bowler, wicket keeper, fielder and batter. They will become familiar with the following techniques: underarm throwing, 	<p>goalkeeping and protecting the goal/net.</p> <ul style="list-style-type: none"> - Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. - Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. - Pupils develop their tactical awareness, learning how to outwit an opponent They will also begin to anticipate their opponents shot and move into the predicted space to be ready to play their own shot. - Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. More able children will use both hands confidently and keep their head raised. -Pupils will develop
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			<p>can throw with some accuracy towards a target. I can track a ball that is coming towards me. I persevere when dribbling a ball with my hands and feet. I am beginning to catch with two hands. I co-operate with a partner and small group, helping each other to complete tasks. I show honesty and fair play. I can recognise changes in my body when I do exercise. I am beginning to understand simple tactics.</p> <p>- Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas.</p> <p>- Pupils can suggest ways to make a game (used in the session) harder.</p>	<p>- Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas</p>	<p>skills and throwing the ball backwards via line drills. They will play uneven sided games, developing strategies and social skills to self-manage games.</p> <p>- Pupils will learn how to evaluate their own and others' performances and suggest improvements.</p> <p>- Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>	<p>making a barrier with their leg to stop the ball rolling past.</p> <p>-Pupils will become familiar with the following techniques: underarm throwing, overarm throwing, underarm bowling, fielding, batting, tracking a ball, and retrieving a ball.</p> <p>- Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>-The pupils will play uneven and then even sided games, developing strategies and social skills to self-manage games.</p> <p>- Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p>	<p>overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball and retrieving a ball.</p> <p>-Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition.</p> <p>- Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p>	<p>key skills and principles such as defending, attacking, throwing, catching, running and dodging.</p> <p>- When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit</p> <p>-Pupils develop the range and quality of striking and fielding skills and their understanding of the games. This will include adding pace to their bowling and throwing by quicken up their action.</p> <p>-Pupils will learn how to play the different roles of bowler, backstop, fielder and batter.</p> <p>-Pupils will become familiar with the following techniques: Underarm throwing, overarm throwing, underarm bowling, fielding, long and short barrier, batting,</p>
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								<p>tracking a ball and retrieving a ball.</p> <p>-Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates.</p> <p>-Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules.</p> <p>- Pupils will be expected to evaluate their own and others' performances and justify their comments.</p>
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